

Spring Branch Independent School District

Spring Woods Middle School

2024-2025



Mission Statement

At Spring Woods Middle School, our mission is to guarantee exceptional academic and social learning for all students.

Vision

At Spring Woods Middle School, our vision is for every student to be an amazing citizen, STEAM ready and 21st century literate, so that they will be T-2-4 ready when they leave SWMS.

Core Values

Every Child: We put students at the heart of everything we do.

Collective Greatness: We, as a community, leverage our individual strengths to reach challenging goals.

Collaborative Spirit: We believe in each other and find joy in our work.

Limitless Curiosity: We never stop learning and growing.

Moral Compass: We are guided by strong character, ethics and integrity.

Core Characteristics of a T-2-4 Ready Graduate

Academically Prepared: Every Child finds joy in learning, has a learner's mindset and is motivated and equipped with the knowledge, skills and competencies to succeed in life.

Ethical & Service-Minded: Every Child acts with integrity, is personally responsible for their actions and is a civically-engaged community member.

Empathetic & Self-Aware: Every Child appreciates differences, forms secure relationships and cares for their own and others' emotional, mental and physical health.

Persistent & Adaptable: Every Child is fueled by their own passions, interests and goals and perseveres with confidence and courage.

Resourceful Problem-Solver: Every Child thinks critically and creatively and applies knowledge to find and solve problems.

Communicator & Collaborator: Every Child skillfully conveys thoughts, ideas, knowledge and information and is a receptive and responsive listener.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	7
Staff Recruitment and Retention	9
Family and Community Engagement	11
Goals	12
Goal 1: STUDENT ACHIEVEMENT. Spring Woods Middle School students will master rigorous academic standards to ensure college and career readiness.	12
Goal 2: STUDENT SUPPORT. Spring Woods Middle School students will benefit from multi-tiered systems of support.	19
Goal 3: SAFE SCHOOLS. Spring Woods Middle School will ensure a safe and secure learning environment.	23
Goal 4: FISCAL RESPONSIBILITY. Spring Woods Middle School will ensure efficient and effective fiscal management of resources and operations.	26
Campus Funding Summary	27

Comprehensive Needs Assessment

Demographics

Demographics Summary

Spring Woods Middle School serves students in grades 6-8 within the Spring Branch Independent School District (SBISD).

Enrollment trends showed a decrease of 88 students from the 2022–2023 school year to the 2023–2024 school year.

Enrollment Trends:

2023-2024: Enrollment – 726

2022-2023: Enrollment – 814

2021-2022: Enrollment – 871

Source: PEIMS OnDataSuite Fall Dashboard

The demographic profile of the students at Spring Woods Middle School has remained relatively consistent during the past three years. The majority of the students are Hispanic, followed by African American. Many of the students are considered economically disadvantaged, which qualifies the campus as a Title 1 school. During the 2023-2024 school year, 63.9% of the students were identified as Emergent Bilingual/English Learner (EB/EL); 84.4% At-Risk; 10.5% Immigrant; 1.5% Homeless; 21.5% of students were identified for special education services; and 1.5% were identified for gifted and talented services.

Demographic Trends: Race/Ethnicity

2023-2024: African American – 55 (7.6%)

2022-2023: African American – 79 (9.7%)

2021-2022: African American – 77 (8.8%)

2023-2024: American Indian-Alaskan Native – *

2022-2023: American Indian-Alaskan Native – *

2021-2022: American Indian-Alaskan Native – *

2023-2024: Asian – 8 (1.1%)

2022-2023: Asian – 6 (0.7%)

2021-2022: Asian – 8 (0.9%)

2023-2024: Hispanic – 616 (84.9%)

2022-2023: Hispanic – 679 (83.4%)

2021-2022: Hispanic – 735 (84.4%)

2023-2024: Native Hawaiian-Pacific Islander – 0 (0.0%)
2022-2023: Native Hawaiian-Pacific Islander – 0 (0.0%)
2021-2022: Native Hawaiian-Pacific Islander – *

2023-2024: White – 33 (4.6%)
2022-2023: White – 35 (4.3%)
2021-2022: White – 40 (4.6%)

2023-2024: Two-or-more – 11 (1.5%)
2022-2023: Two-or-more – 12 (1.5%)
2021-2022: Two-or-more – 9 (1.0%)

Source: PEIMS OnDataSuite Fall Dashboard

**Fewer than five students not shown*

Additional Student Information:

2023-2024: At-Risk – 613 (84.4%)
2022-2023: At-Risk – 714 (87.7%)
2021-2022: At-Risk – 758 (87.0%)

2023-2024: Economically Disadvantaged – 697 (96.0%)
2022-2023: Economically Disadvantaged – 750 (92.1%)
2021-2022: Economically Disadvantaged – 805 (92.4%)

2023-2024: Emergent Bilingual/English Learner – 464 (63.9%)
2022-2023: Emergent Bilingual/English Learner – 505 (62.0%)
2021-2022: Emergent Bilingual/English Learner – 495 (56.8%)

2023-2024: Gifted and Talented – 11 (1.5%)
2022-2023: Gifted and Talented – 14 (1.7%)
2021-2022: Gifted and Talented – 17 (2.0%)

2023-2024: Homeless – 11 (1.5%)
2022-2023: Homeless – 22 (2.7%)
2021-2022: Homeless – 13 (1.5%)

2023-2024: Immigrant – 76 (10.5%)
2022-2023: Immigrant – 59 (7.3%)
2021-2022: Immigrant – 90 (10.3%)

2023-2024: Migrant – 0 (0.0%)
2022-2023: Migrant – 0 (0.0%)
2021-2022: Migrant – 0 (0.0%)

2023-2024: Special Education – 156 (21.5%)

2022-2023: Special Education – 158 (19.4%)
2021-2022: Special Education – 143 (16.4%)
Source: PEIMS OnDataSuite Fall Dashboard
**Fewer than five students not shown*

Attendance Rates:

2021-2022: 90.5%
2020-2021: 90.5%
2019-2020: 97.0%

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Chronic Absenteeism:

2021-2022: 33.7%
2020-2021: 34.2%
2019-2020: 12.5%

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Demographics Strengths

- Spring Woods Middle School's demographic data has remained stable for the past three years, creating predictability of students' needs.
- Percentage of at-risk students is stable from last year.
- Percentage of economically disadvantaged students is stable from last year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance rate has improved only slightly during the past year. **Root Cause:** Attitudes on school attendance have not returned to normal since the pandemic. More students are being referred for mental health issues.

Problem Statement 2: The enrollment at Spring Woods Middle School has dropped by almost 100 students in the last two years. **Root Cause:** There are changes to the apartment complexes in the area. There are more district-offered opportunities for secondary students.

Student Achievement

Student Achievement Summary

Spring Woods Middle School implements a rigorous curriculum that is aligned to state standards and continuously revised to produce and prepare all students towards T-2-4 district goals. Students will master rigorous academic standards to ensure college and career readiness. We believe campus administrators and teachers are members of the campus' Professional Learning Committees (PLC). PLC in SBISD is an ongoing collaborative team process used to establish a school-wide culture that develops teacher leadership explicitly focused on building and sustaining school improvement efforts.

A top priority in SBISD is literacy. Students receive the opportunity and skill set to experience meaningful literacy experiences that are rigorous and engaging. With their peers, students in SBISD listen, speak, read and write through the content areas with a commitment that they will become lifelong readers and writers. SBISD is driven by standards, focused on strategies, differentiated, and guided by student data. Numeracy is also a top priority in SBISD. Our goal is to provide academic experiences that build confident and creative mathematical thinkers. Students identified for special education (SPED) services or as Emergent Bilingual/English Learner (EB/EL) are also a district focus.

Below is a summary of the STAAR Redesign Reading passing rates for 2023 (Baseline Year):

6th Grade Reading - 63% Approaches; 36% Meets; 6% Masters

7th Grade Reading - 52% Approaches; 29% Meets; 9% Masters

8th Grade Reading - 69% Approaches; 33% Meets; 11% Masters

SPED All Grades Reading - 25% Approaches; 12% Meets; 3% Masters

EB/EL All Grades Reading - 55% Approaches; 26% Meets; 5% Masters

Source: 2022-2023 Texas Academic Performance Report (TAPR)

Below is a summary of the STAAR Redesign Mathematics passing rate for 2023 (Baseline Year):

6th Grade Mathematics - 63% Approaches; 17% Meets; 2% Masters

7th Grade Mathematics - 31% Approaches; 7% Meets; 2% Masters

8th Grade Mathematics - 59% Approaches; 20% Meets; 3% Masters

End of Course Algebra I - 100% Approaches; 83% Meets; 14% Masters

SPED All Grades Mathematics - 29% Approaches; 12% Meets; 3% Masters

EB/EL All Grades Mathematics - 53% Approaches; 17% Meets; 2% Masters

Source: 2022-2023 Texas Academic Performance Report (TAPR)

Student Achievement Strengths

- Algebra students made significant gains in STAAR Masters level.
- Students in all grade levels made gains in STAAR math at all levels.
- Emergent Bilingual students made gains in STAAR reading and math as the percentage of EB students is growing.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students continue to struggle at the Meets and Masters levels. **Root Cause:** As the EB population continues to be high, students struggle with language on the STAAR test. Teachers are scaffolding lessons to meet language needs of students at the expense of rigor.

Problem Statement 2: Percentage of students passing 8th grade science and social studies STAAR at the approaches level is dropping. **Root Cause:** There are more open-ended and writing sample questions on these tests. Lower grade teachers in the same content areas need to better understand their role in preparing students for the 8th grade science and social studies tests.

Staff Recruitment and Retention

Staff Recruitment and Retention Summary

The Talent strategy is to recruit and retain the best employees at **Spring Woods Middle School** to support students. For employees and support personnel, this includes recruitment processes and hiring practices to develop and retain staff to meet the unique needs of each department and/or campus. Increased creativity and flexibility in our staffing, compensation, and benefit plans will help SBISD attract and retain qualified individuals. In order to meet our strategic goals, attract and retain the best talent, we focus our efforts on the following key areas:

- Recruitment and Retention of instructional, non-instructional, paraprofessional, and auxiliary staff
- Onboarding processes
- Staffing and Performance Management
- Competitive Compensation and Benefits
- Benefits Training opportunities

Teacher by years of experience:

2023-2024: Beginning – 9.6 FTE (16.2%)

2022-2023: Beginning – 11.0 FTE (19.2%)

2021-2022: Beginning – 3.1 FTE (4.9%)

2023-2024: 1-5 Years – 21.1 FTE (35.7%)

2022-2023: 1-5 Years – 16.5 FTE (28.7%)

2021-2022: 1-5 Years – 19.7 FTE (31.2%)

2023-2024: 6-10 Years – 9.9 FTE (16.8%)

2022-2023: 6-10 Years – 11.6 FTE (20.2%)

2021-2022: 6-10 Years – 17.1 FTE (27.1%)

2023-2024: 11-20 Years – 14.5 FTE (24.5%)

2022-2023: 11-20 Years – 16.2 FTE (28.2%)

2021-2022: 11-20 Years – 18.1 FTE (28.7%)

2023-2024: Over 20 Years – 4.0 FTE (6.8%)

2022-2023: Over 20 Years – 2.2 FTE (3.8%)

2021-2022: Over 20 Years – 5.1 FTE (8.1%)

2022-2023: Total – 59.1 FTE (100%)

2021-2022: Total – 63.1 FTE (100%)

2023-2024: Total – 68.7 FTE (100%)

Source: PEIMS OnDataSuite, Fall Core Teacher Summary Report

Staff Recruitment and Retention Strengths

- Teachers meet regularly to plan and prepare for instruction.
- Many teachers serve as mentors for student teachers and first-year teachers.
- Teachers are supported by the administrators to promote positive learning environments in all classrooms.

Problem Statements Identifying Staff Recruitment and Retention Needs

Problem Statement 1: Spring Woods Middle School has few experienced teachers. **Root Cause:** Only recently have the school's programs, administration, and supports stabilized. Middle schools, in general, are difficult to staff.

Problem Statement 2: There is a limited number of applicants for teaching positions. **Root Cause:** Recruiting during the summer of 2024 was difficult as all schools were experiencing a larger number of vacancies. Universities are not producing the same number of education graduates. Fewer than half of the newly hired teachers came through the traditional college of education route.

Family and Community Engagement

Family and Community Engagement Summary

FAMILY ENGAGEMENT

Spring Woods Middle School provides a sustained and strategic focus on educating, engaging and empowering families that are aligned with the SBISD Family E3 framework, focusing on building the capacity of families and staff to work together for student academic success. The Share a Smile Customer Service commitments are embedded into the Family E3 expectations, emphasizing the importance of customer service at our campus. The campus Translation and Interpretation Procedure asserts our commitment to provide families with information they can understand. Families are invited to attend campus and district events. The Family E3 team conducts an annual needs assessment with our campus to determine family engagement strengths and areas of support.

COMMUNITY ENGAGEMENT

Spring Woods Middle School works closely with the SBISD Community Engagement Division to support meaningful, strategic two-way engagement of families, community members, partners, and volunteers. The district traditionally has a large and very committed network of partners and **12,000+** volunteers. During the summer, the Community Engagement team conducts a needs assessment with our campus to determine community engagement strengths and areas of support. We welcome and value volunteers who serve on our campus as mentors and tutors to support student success.

Family and Community Engagement Strengths

- More family events are being held at the school.
- Spring Woods Middle School has the largest student mentorship program in the district.
- Communities In School (CIS) and the Houston Food Bank provide supports for the families and students in our community.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: There isn't an active Parent Teacher Association on the campus. **Root Cause:** There is limited experience of parents who are familiar with parent/teacher groups. Language is a barrier for the Spring Woods Middle School families.

Problem Statement 2: There is limited parental involvement on the Campus Improvement Team. **Root Cause:** Many parents do not work traditional schedules and are not available after school to meet with teachers or attend programs. Language is a barrier for the Spring Woods Middle School families.

Goals

Goal 1: STUDENT ACHIEVEMENT. Spring Woods Middle School students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 1: ACHIEVEMENT: By June 2025, Spring Woods Middle School will increase student performance on STAAR Redesign Grades 6-8 exams in reading and math by at least 5 percentage points in approaches, meets, and masters.

2023-24: Reading: 57% (approaches), 33% (meets), 10% (masters); Math: 59% (approaches), 26% (meets), 6% (masters)

2022-23: Reading: 62% (approaches), 33% (meets), 9% (masters); Math: 55% (approaches), 19% (meets), 3% (masters) Baseline Year

Evaluation Data Sources: 2023 Texas Academic Performance Report and 2024 Texas Education Agency Data Tables

Strategy 1 Details

Strategy 1: The instructional leadership team; administrators and instructional specialists will evaluate weekly lesson plans and conduct frequent instructional walks in all academic and elective classrooms. Instructional specialists will ensure that material and supply purchases align to the curriculum and student needs.

Strategy's Expected Result/Impact: Positive teacher-student relationships.

A culture of focus on specific academic needs of each student.

Student investment in their learning and outcomes, which will increase student achievement.

Staff Responsible for Monitoring: Administrators

Instructional Specialists

Funding Sources: Materials and Supplies - 211 - Title I, Part A - 211-11-6399 - \$32,032, Materials and Supplies - 199 PIC 11 - Instructional Services - 199-11-6399 - \$21,640, Instructional Specialist - Salary - 211 - Title I, Part A - 211-13-6119 - \$137,133, Instructional Specialist - Medicare - 211 - Title I, Part A - 211-13-6141 - \$1,988, Instructional Specialist - Workers Comp - 211 - Title I, Part A - 211-13-6143 - \$657, Instructional Specialist - Teacher Retirement - 211 - Title I, Part A - 211-13-6146 - \$16,182, Multi-Classroom Leader - Salary - 211 - Title I, Part A - 211-11-6119 - \$80,000, Multi-Classroom Leader - Merit Pay - 211 - Title I, Part A - 211-11-6118 - \$16,000, Multi-Classroom Leader - Medicare - 211 - Title I, Part A - 211-11-6142 - \$1,566, Multi-Classroom Leader - Employer Contribution - 211 - Title I, Part A - 211-11-6142 - \$10,284, Multi-Classroom Leader - Workers Comp - 211 - Title I, Part A - 211-11-6143 - \$517, Multi-Classroom Leader - Teacher Retirement - 211 - Title I, Part A - 211-11-6146 - \$12,744, Materials and Supplies - 199 PIC 22 - Career & Technology - 199-11-6399 - \$8,555, Materials and Supplies - 199 PIC 30 - At Risk School Wide SCE - 199-11-6399 - \$16,700, Materials and Supplies - 199 PIC 23 - Special Education - 199-11-6399 - \$1,590, Software - 211 - Title I, Part A - 211-11-6397 - \$5,000, Other Reading Materials - 211 - Title I, Part A - 211-11-6329 - \$5,000

Strategy 2 Details

Strategy 2: Professional Learning Communities (PLCs) consisting of the grade-level content teachers and the content instructional specialist, will meet daily for instructional planning, prepping, calibrating, practicing, evaluating and determining next steps.

Strategy's Expected Result/Impact: Teaching capacity will increase, thus have a positive impact on student achievement.

The rigor of instruction and assessments will increase, thus creating a higher expectation for students and their outcomes on achievement.

Staff Responsible for Monitoring: Administrators

Instructional Specialists

Funding Sources: Substitutes - Teachers - 199 PIC 11 - Instructional Services - 199-11-6112 - \$250, Substitutes - Support Staff - 199 PIC 11 - Instructional Services - 199-11-6122 - \$2,730, Other Rentals - 199 PIC 11 - Instructional Services - 199-11-6269 - \$10,800, Software - 199 PIC 11 - Instructional Services - 199-11-6397 - \$250, Technology Equipment - 199 PIC 11 - Instructional Services - 199-11-6398 - \$1,000

Strategy 3 Details

Strategy 3: Teachers, with the assistance of the instructional specialists, will utilize proven strategies for planning and develop a calendar and implementation plan for introducing students to new test question formats.

Strategy's Expected Result/Impact: Student will become familiar with new testing formats and perform at higher levels on tests.

Staff Responsible for Monitoring: Principal

Instructional Specialists

Funding Sources: Region IV Services - 199 PIC 99 - Undistributed - 199-13-6239 - \$250, Misc Operating Expense - 199 PIC 99 - Undistributed - 199-13-6499 - \$4,000

Strategy 4 Details

Strategy 4: Parents will be invited to the school three times to learn about ways to assist their children academically: literacy night, numeracy night, test-ready night.

Staff Responsible for Monitoring: Wrap Around Specialist

Funding Sources: Materials and Supplies - 211 - Title I, Part A - 211-61-6399 - \$2,346, Misc Operating Expenses - 211 - Title I, Part A - 211-61-6499 - \$2,000, Overtime - Salary - 211 - Title I, Part A - 211-61-6121 - \$1,000, Overtime - Medicare - 211 - Title I, Part A - 211-61-6141 - \$15, Overtime - Workers Comp - 211 - Title I, Part A - 211-61-6143 - \$5, Overtime - Teacher Retirement - 211 - Title I, Part A - 211-61-6146 - \$118

Goal 1: STUDENT ACHIEVEMENT. Spring Woods Middle School students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 2: STUDENT GROWTH: By June 2025, Spring Woods Middle School will increase the percentage of students demonstrating STAAR Redesign academic growth in reading and math by 5 percentage points or \geq to 85%.

2023-24: School Progress-Annual Growth /Accelerated Learning: 50%/21% (Reading); 57%/30% (Math)

2022-23: School Progress-Annual Growth /Accelerated Learning: 53%/28% (Reading); 48%/28% (Math) Baseline Year

Evaluation Data Sources: 2023 Texas Academic Performance Report and 2024 Texas Education Agency Data Tables

Strategy 1 Details
<p>Strategy 1: Students, teachers and the instructional leadership team will use data trackers for each content area to track student progress after formative and summative assessments.</p> <p>Strategy's Expected Result/Impact: Effective PLC meetings will increase teacher capacity in the areas of planning, teaching, and using data to increase student achievement.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Specialists</p>
Strategy 2 Details
<p>Strategy 2: Teachers will utilize the departmental instructional framework and the Spring Woods Middle School "Fundamental Four" when planning and delivering instruction. The Fundamental Four are:</p> <ul style="list-style-type: none">-Framing the lesson with content and language objectives-Fostering Student Engagement-Ensuring student discourse-Checking for understanding <p>Strategy's Expected Result/Impact: Teachers will build capacity in first-quality of instruction. Teachers will be able to use feedback in order to improve teaching and learning outcomes for students.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Specialists</p>

Goal 1: STUDENT ACHIEVEMENT. Spring Woods Middle School students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 3: CLOSING THE GAPS: By June 2025, Spring Woods Middle School will increase the percentage of academic achievement indicators on track to meet or exceed interim targets in the redesigned closing the gaps domain by 5 component points.

2023-24: 14 of 32 Academic Achievement Points Met; 43.8% Component Points

2022-23: 8 of 32 Academic Achievement Points Met; 25% Component Points (Baseline Year)

Evaluation Data Sources: 2023 Federal Identification of Schools and 2024 Texas Education Agency Data Tables

Strategy 1 Details
<p>Strategy 1: All English language arts teachers including ESL and reading resource teachers will provide 15 minutes of intervention daily as part of their instructional framework and lesson planning.</p> <p>Strategy's Expected Result/Impact: Students will improve academic performance.</p> <p>Staff Responsible for Monitoring: Administrators English Language Arts Instructional Specialist</p>

Goal 1: STUDENT ACHIEVEMENT. Spring Woods Middle School students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 4: ENGLISH LANGUAGE ACQUISITION PROGRESS: By June 2025, the rate of Emergent Bilingual/English Learners increasing at least one composite score level on the TELPAS will meet or exceed the expected growth target for English Language Proficiency Status.

2023-24: TELPAS Progress Rate 40%

2022-23: TELPAS Progress Rate 34% (Baseline Year)

Evaluation Data Sources: 2023 Federal Identification of Schools and 2024 Texas Education Agency Data Tables

Strategy 1 Details
<p>Strategy 1: Teachers will utilize instructional strategies to develop language skills for EB students in all content classes:</p> <ul style="list-style-type: none">-Framing the lesson with content and language objectives,-Talk, Read, Talk, Write strategies,-Schedule bilingual teacher assistants into classes with beginning level EB students. <p>Strategy's Expected Result/Impact: Language acquisition will increase for all EBs in the areas of reading, writing, speaking, and listening.</p> <p>Staff Responsible for Monitoring: Principal ELA Instructional Specialist LEP Assistant Principal</p> <p>Funding Sources: Materials and Supplies - 199 PIC 25 - ESL/Bilingual - 199-11-6399 - \$11,050</p>

Goal 1: STUDENT ACHIEVEMENT. Spring Woods Middle School students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 5: COLLEGE AND CAREER READINESS BENCHMARK: By June 2025, Spring Woods Middle School will increase the percentage of students who meet the college and career readiness benchmarks on the PSAT 8/9 by 2 percentage points in Reading and Writing (RW) and 1 percentage point in Mathematics.

2023-24: 9% Met RW; 6% Met Mathematics; 3% Met Both (Baseline Year)

Evaluation Data Sources: PSAT 8/9 (Grade 8) College Board

Strategy 1 Details
<p>Strategy 1: Measure college and career readiness of students as measured on MAP "On-Track" to College Board benchmark performance in reading and math.</p> <p>Strategy's Expected Result/Impact: Increase percent of students who are "On-Track" in reading and math as measured on MAP.</p> <p>Staff Responsible for Monitoring: Test Coordinator</p>

Goal 1: STUDENT ACHIEVEMENT. Spring Woods Middle School students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 6: ADVANCED COURSES: Increase the number of students completing advanced courses.

Spring 2024: 289 students completed one or more advanced courses

Spring 2023: 238 students completed one or more advanced courses

Spring 2022: 273 students completed one or more advanced courses

Evaluation Data Sources: Skyward course data (AAC and AP courses)

Strategy 1 Details
<p>Strategy 1: Counselors will utilize prior year data and current year incoming data to place students into advanced courses and programs including:</p> <ul style="list-style-type: none">-AAC courses-Algebra-Advanced Spanish-Dual Language Program-Career and Technology programs (technology, hospitality, broadcasting) <p>Counselors will also encourage students to take credit by exams (CBE) in order to take more rigorous courses.</p> <p>Strategy's Expected Result/Impact: This would increase the exposure of AAC to our students and community, increasing student achievement.</p> <p>Staff Responsible for Monitoring: Administrators Counselors</p> <p>Funding Sources: Materials and Supplies - 199 PIC 99 - Undistributed - 199-31-6399 - \$500, Misc Operating Expense - 199 PIC 99 - Undistributed - 199-31-6499 - \$500</p>

Goal 2: STUDENT SUPPORT. Spring Woods Middle School students will benefit from multi-tiered systems of support.

Performance Objective 1: CORE CHARACTERISTICS OF A T-2-4 READY GRADUATE: By June 2025, Spring Woods Middle School will implement at least three strategies that advance the focus on Core Characteristics for every child.

Evaluation Data Sources: Campus calendar and newsletters

Strategy 1 Details
<p>Strategy 1: Counselors will provide structured lessons to teachers on the core characteristics of the T24 graduate during early dismissal days and advisory/enrichment classes.</p> <p>Strategy's Expected Result/Impact: Students will become aware of opportunities in and beyond high school.</p> <p>Staff Responsible for Monitoring: Principal Counselors Behavior Specialist</p> <p>Funding Sources: Student Transportation - 199 PIC 11 - Instructional Services - 199-11-6494 - \$1,000, Misc Operating Expenses - 199 PIC 11 - Instructional Services - 199-11-6499 - \$250</p>
Strategy 2 Details
<p>Strategy 2: Announcements will be used to highlight the core characteristics of the T24 graduate on Wednesdays; college day at SWMS.</p> <p>Strategy's Expected Result/Impact: Students will become aware of opportunities in and beyond high school.</p> <p>Staff Responsible for Monitoring: Principal Counselors</p>
Strategy 3 Details
<p>Strategy 3: Campus displays will be utilized to promote and remind students of the core characteristics of a T24 graduate.</p> <p>Strategy's Expected Result/Impact: Students will become aware of opportunities in and beyond high school.</p> <p>Staff Responsible for Monitoring: Principal Counselors</p>

Goal 2: STUDENT SUPPORT. Spring Woods Middle School students will benefit from multi-tiered systems of support.

Performance Objective 2: INTERVENTIONS: By June 2025, Spring Woods Middle School will implement TIER interventions with students identified as needing academic or behavioral supports.

Evaluation Data Sources: Multiple measures

Strategy 1 Details

Strategy 1: Counselors will place students into classes that are appropriate for their specific instructional needs:

- Advanced academic classes (AAC), dual language, and algebra for academically able students
- Leveled English as a second language classes (ESL) and reading classes for emergent bilingual (EB) students
- Resource classes and in-class support for special education (SE) students.

Strategy's Expected Result/Impact: Teachers will focus on individual academic needs, based on data. Teachers will monitor student progress and achievement towards individual students' goals. Teachers will have a clear understanding of the effectiveness of their teaching and be able to learn and modify in order to support students.

Staff Responsible for Monitoring: Administrators
Counselors

Strategy 2 Details

Strategy 2: Students will be placed into intervention classes based on previous year's STAAR scores, other test results, and teacher recommendations to improve student master levels. Other interventions/tutorials may be added after school, on Saturdays, and on breaks (winter, spring, summer) as needed.

Strategy's Expected Result/Impact: Students will learn missed skills to improve academic performance.

Staff Responsible for Monitoring: Administrators
Counselors

Funding Sources: Substitutes - Teachers - 211 - Title I, Part A - 211-11-6112 - \$500, Other Payroll Payments - 211 - Title I, Part A - 211-11-6116 - \$10,000, Overtime - Support Staff - 211 - Title I, Part A - 211-11-6121 - \$1,500, Student Transportation - 211 - Title I, Part A - 211-11-6494 - \$3,000, Student Travel - 211 - Title I, Part A - 211-11-6412 - \$3,000

Goal 2: STUDENT SUPPORT. Spring Woods Middle School students will benefit from multi-tiered systems of support.

Performance Objective 3: POST-SECONDARY PLANNING: Spring Woods Middle School students will engage in activities that will prepare them to meet graduation requirements and pursue a viable post-secondary outcome.

Evaluation Data Sources: 4-Year Plan, Endorsement Selection Form

Strategy 1 Details
<p>Strategy 1: All 8th grade students will participate in Guthrie campus visits to learn more about CTE Programs of Study. Students will have opportunities to explore other college and career options beyond the CTE Programs of Study including field trips, experiences and presentations about the various options.</p> <p>Strategy's Expected Result/Impact: Students will determine if they want to pursue a career and technical education opportunity.</p> <p>Staff Responsible for Monitoring: Principal Counselors</p>
Strategy 2 Details
<p>Strategy 2: Students will complete the course selection process aligned to their career and endorsement path in preparation of their 9th grade year.</p> <p>Strategy's Expected Result/Impact: All students will have a full schedule of courses selected for 9th grade.</p> <p>Staff Responsible for Monitoring: Principal 8th grade Assistant Principal Counselors</p>
Strategy 3 Details
<p>Strategy 3: Students will complete a 4-Year Plan prior to entering 9th grade.</p> <p>Strategy's Expected Result/Impact: All 8th grade students will:</p> <ul style="list-style-type: none">-choose a career path aligned to an endorsement, and-plan their courses across all 4 years of high school. <p>Staff Responsible for Monitoring: Principal 8th Grade Assistant Principal Counselors</p>

Goal 2: STUDENT SUPPORT. Spring Woods Middle School students will benefit from multi-tiered systems of support.

Performance Objective 4: STUDENT ATTENDANCE: By June 2025, student attendance at Spring Woods Middle School will increase or will be $\geq 98\%$.

Evaluation Data Sources: Skyward data and Texas Academic Performance Report

Strategy 1 Details
<p>Strategy 1: Individual student's attendance will be monitored/reacted to in the following ways: Daily - Calls to parents for each student that is absent each day by members of the office staff. Weekly - Parents of students who miss three consecutive days will be contacted by the at-risk specialist to discuss the student's attendance and provide assistance to the family. Grading Period - The at-risk specialist will hold a conference with the family of any student that misses five days during a grading period or ten total days for the school year. Extreme Absences - The at-risk specialist will create and implement a corrective action plan for each student that misses 20 days of school.</p> <p>Strategy's Expected Result/Impact: Attendance team will meet weekly to review data and create action plans for students. Parent meetings / contacts will be set to review interventions for individual students</p> <p>Staff Responsible for Monitoring: Attendance Committee Wrap Around Specialist COH Attendance Specialist</p>

Goal 3: SAFE SCHOOLS. Spring Woods Middle School will ensure a safe and secure learning environment.

Performance Objective 1: SAFE SCHOOL ENVIRONMENT: Align academic, behavior, and discipline systems to support a safe campus culture and maximize student learning.

Evaluation Data Sources: Discipline Data Dashboard, Review effectiveness of Behavior Intervention Plans

Strategy 1 Details

Strategy 1: Teachers will comply with schoolwide discipline and management routines:

- Hall passes
- Dress code
- ID badges
- Tardy procedures
- Discipline procedures
- Before school, between classes, and after school duty assignments to ensure high expectations for all students.

Strategy's Expected Result/Impact: A decrease in discipline referrals.

Staff Responsible for Monitoring: Administrators

Funding Sources: Behavior Specialist - Salary - 211 - Title I, Part A - 211-31-6119 - \$77,326, Behavior Specialist - Medicare - 211 - Title I, Part A - 211-31-6141 - \$1,121, Behavior Specialist - Employer Contribution - 211 - Title I, Part A - 211-31-6142 - \$4,032, Behavior Specialist - Workers Comp - 211 - Title I, Part A - 211-31-6143 - \$370, Behavior Specialist - Teacher Retirement - 211 - Title I, Part A - 211-31-6146 - \$9,124

Strategy 2 Details

Strategy 2: Teachers will utilize a tracking system to monitor, award and redirect student expectations and behaviors. The school will use systemic tools in order to increase attendance, create a positive school culture, and decrease discipline referrals.

Strategy's Expected Result/Impact: An increase in attendance rates and a decrease in discipline referrals.

Staff Responsible for Monitoring: Administrators

- Counselors
- Behavior Specialist

Goal 3: SAFE SCHOOLS. Spring Woods Middle School will ensure a safe and secure learning environment.

Performance Objective 2: SAFETY COMMITTEE: Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Evaluation Data Sources: Campus Safety Committee roster and calendar

Strategy 1 Details
<p>Strategy 1: CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stake holders to look at matters related to campus safety.</p> <p>Strategy's Expected Result/Impact: Each Campus principal will recruit a safety team and provide a roster. Each campus team will meet three times/year so that all campuses will be able to refine safety practices.</p> <p>Staff Responsible for Monitoring: Campus Safety Officer</p>
Strategy 2 Details
<p>Strategy 2: Participate in campus safety audit.</p> <p>Strategy's Expected Result/Impact: Campus will develop action plans to address any deficiencies as a result of safety audits.</p> <p>Staff Responsible for Monitoring: Administrators Safety Committee</p>

Goal 3: SAFE SCHOOLS. Spring Woods Middle School will ensure a safe and secure learning environment.

Performance Objective 3: EMERGENCY OPERATIONS: Maintain Campus Emergency Operations Procedures (EOP) that comply with SB 11, and include Standard Operating Procedures.

Evaluation Data Sources: Campus Emergency Operation Procedures Documents

Strategy 1 Details

Strategy 1: EMERGENCY OPERATIONS PROCEDURES: Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures.

Strategy's Expected Result/Impact: Campus EOP turned in and filed by September 1st.

Staff Responsible for Monitoring: Administrators

Strategy 2 Details

Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Update campus EOP annually and train staff at the start of each school year.

Strategy's Expected Result/Impact: Campus procedures maintained in campus EOP. Staff training documents maintained. EOPs submitted by September 1.

Staff Responsible for Monitoring: Administrators
Safety Committee

Goal 4: FISCAL RESPONSIBILITY. Spring Woods Middle School will ensure efficient and effective fiscal management of resources and operations.

Performance Objective 1: FINANCIAL MANAGEMENT: Maintain high quality financial management practices.

Evaluation Data Sources: Year-To-Date (YTD) Budget Reports (monthly, quarterly, annually)

Strategy 1 Details

Strategy 1: Conduct frequent budget meetings with Administrative Assistant to review and manage money.

Strategy's Expected Result/Impact: Result/Impact

Error free records.

Documentation of purchases and orders.

Staff Responsible for Monitoring: Principal

Administrative Assistant

Funding Sources: Materials and Supplies - 199 PIC 99 - Undistributed - 199-23-6399 - \$7,500, Other Rentals - 199 PIC 99 - Undistributed - 199-23-6269 - \$3,000, Materials and Supplies - 199 PIC 99 - Undistributed - 199-33-6399 - \$1,500, Overtime - 199 PIC 99 - Undistributed - 199-51-6121 - \$1,000, Overtime - 199 PIC 99 - Undistributed - 199-52-6121 - \$500, Materials and Supplies - 199 PIC 99 - Undistributed - 199-52-6399 - \$500, Materials and Supplies - 199 PIC 99 - Undistributed - 199-12-6399 - \$1,000

Strategy 2 Details

Strategy 2: Update and receive input about the budget and spending plan from the Campus Improvement Team at each meeting

Strategy's Expected Result/Impact: Campus decision-makers will be up-to-date on budget priorities of the school.

Staff Responsible for Monitoring: Principal

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Materials and Supplies	199-11-6399	\$21,640.00
1	1	2	Substitutes - Support Staff	199-11-6122	\$2,730.00
1	1	2	Software	199-11-6397	\$250.00
1	1	2	Other Rentals	199-11-6269	\$10,800.00
1	1	2	Substitutes - Teachers	199-11-6112	\$250.00
1	1	2	Technology Equipment	199-11-6398	\$1,000.00
2	1	1	Misc Operating Expenses	199-11-6499	\$250.00
2	1	1	Student Transportation	199-11-6494	\$1,000.00
Sub-Total					\$37,920.00
Budgeted Fund Source Amount					\$37,920.00
+/- Difference					\$0.00
199 PIC 22 - Career & Technology					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Materials and Supplies	199-11-6399	\$8,555.00
Sub-Total					\$8,555.00
Budgeted Fund Source Amount					\$8,555.00
+/- Difference					\$0.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Materials and Supplies	199-11-6399	\$1,590.00
Sub-Total					\$1,590.00
Budgeted Fund Source Amount					\$1,590.00
+/- Difference					\$0.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Materials and Supplies	199-11-6399	\$11,050.00

199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$11,050.00
Budgeted Fund Source Amount					\$11,050.00
+/- Difference					\$0.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Materials and Supplies	199-11-6399	\$16,700.00
Sub-Total					\$16,700.00
Budgeted Fund Source Amount					\$16,700.00
+/- Difference					\$0.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Misc Operating Expense	199-13-6499	\$4,000.00
1	1	3	Region IV Services	199-13-6239	\$250.00
1	6	1	Materials and Supplies	199-31-6399	\$500.00
1	6	1	Misc Operating Expense	199-31-6499	\$500.00
4	1	1	Materials and Supplies	199-12-6399	\$1,000.00
4	1	1	Materials and Supplies	199-23-6399	\$7,500.00
4	1	1	Materials and Supplies	199-33-6399	\$1,500.00
4	1	1	Other Rentals	199-23-6269	\$3,000.00
4	1	1	Overtime	199-51-6121	\$1,000.00
4	1	1	Materials and Supplies	199-52-6399	\$500.00
4	1	1	Overtime	199-52-6121	\$500.00
Sub-Total					\$20,250.00
Budgeted Fund Source Amount					\$20,250.00
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Materials and Supplies	211-11-6399	\$32,032.00
1	1	1	Other Reading Materials	211-11-6329	\$5,000.00
1	1	1	Multi-Classroom Leader - Salary	211-11-6119	\$80,000.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Multi-Classroom Leader - Teacher Retirement	211-11-6146	\$12,744.00
1	1	1	Multi-Classroom Leader - Medicare	211-11-6142	\$1,566.00
1	1	1	Instructional Specialist - Teacher Retirement	211-13-6146	\$16,182.00
1	1	1	Multi-Classroom Leader - Employer Contribution	211-11-6142	\$10,284.00
1	1	1	Instructional Specialist - Salary	211-13-6119	\$137,133.00
1	1	1	Multi-Classroom Leader - Workers Comp	211-11-6143	\$517.00
1	1	1	Instructional Specialist - Workers Comp	211-13-6143	\$657.00
1	1	1	Software	211-11-6397	\$5,000.00
1	1	1	Instructional Specialist - Medicare	211-13-6141	\$1,988.00
1	1	1	Multi-Classroom Leader - Merit Pay	211-11-6118	\$16,000.00
1	1	4	Overtime - Workers Comp	211-61-6143	\$5.00
1	1	4	Overtime - Teacher Retirement	211-61-6146	\$118.00
1	1	4	Materials and Supplies	211-61-6399	\$2,346.00
1	1	4	Overtime - Salary	211-61-6121	\$1,000.00
1	1	4	Misc Operating Expenses	211-61-6499	\$2,000.00
1	1	4	Overtime - Medicare	211-61-6141	\$15.00
2	2	2	Overtime - Support Staff	211-11-6121	\$1,500.00
2	2	2	Student Travel	211-11-6412	\$3,000.00
2	2	2	Substitutes - Teachers	211-11-6112	\$500.00
2	2	2	Student Transportation	211-11-6494	\$3,000.00
2	2	2	Other Payroll Payments	211-11-6116	\$10,000.00
3	1	1	Behavior Specialist - Salary	211-31-6119	\$77,326.00
3	1	1	Behavior Specialist - Employer Contribution	211-31-6142	\$4,032.00
3	1	1	Behavior Specialist - Workers Comp	211-31-6143	\$370.00
3	1	1	Behavior Specialist - Teacher Retirement	211-31-6146	\$9,124.00
3	1	1	Behavior Specialist - Medicare	211-31-6141	\$1,121.00
Sub-Total					\$434,560.00
Budgeted Fund Source Amount					\$434,560.00
+/- Difference					\$0.00
Grand Total Budgeted					\$530,625.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Grand Total Spent	\$530,625.00
				+/- Difference	\$0.00